



Bushfield School
Race Equality Policy

Adopted by Governors 13th February 2008
Review & Consultation with Governors, Parents, Staff February 2010

Bushfield School

Race Equality Policy

Introduction

At Bushfield School the teaching and learning, achievements, attitudes and well-being of all our children are important. We encourage all our children to achieve the highest possible standards, regardless of their nationality or ethnic background. This includes Travellers, asylum seekers and refugees. We are committed to combating racial discrimination and harassment.

We are aware that some of our pupils, as well as members of the local community have minimal direct contact with people outside their own ethnic circle and may be ignorant or misinformed of different cultures and the effect of racism. It is for this reason that this policy has particular relevance. Being '**equal but different**' is our philosophy.

Aims

- To make our school a safe and welcoming place for all its members, providing an environment in which racist assumptions, attitudes and behaviour are constantly challenged.
- To comply with Section 17 of the Race Relations Act 1976 "to eliminate racial discrimination and promote equality of opportunity, and good race relations ..." and the more recent Race Relations (Amendment) Act 2000 and its requirements to promote racial equality. We aim to do this across all areas of the school's activity.
- To make explicit to pupils, parents and the wider community that racism of any type will not be tolerated at this school.
- To provide staff with guidance in ways to tackle incidents of racial harassment within the school.

Implementing the Policy

The Headteacher has overall responsibility for the implementation of this policy. Staff will show their acceptance and compliance with this policy by demonstrating the action they are taking to implement it. This should be evident in subject and aspect policies as well as day-to-day teaching practices and approaches. An annual action plan is drawn up, taking into account the priorities of the School Development Plan, outlining the targets or actions to be taken by all stakeholders to promote racial equality.

The policy underpins the school's ethos and as such all stakeholders ie staff, pupils, parents and, where relevant, members of the local community will be given opportunities to contribute to, review and formulate it. Its content will be revised annually and revisited by staff at the beginning of each academic year. The impact of the policy and action plans will also be assessed annually. The following areas will be considered at this stage:

1. Staff recruitment.
2. The school's values/ethos.
3. Pupil behaviour.
4. Racist incidents.
5. Admission and transfer procedures.
6. Pupil's attainment and progress.
7. Curriculum, teaching and learning.
8. Access, care and assessment.

Roles and Responsibilities

The Governing Body, particularly the Governor responsible for Race Equality within the school, will ensure that the school complies with Race relation legislation and that the policy and its related strategies are implemented. The Race Equality Governor will also liaise with the EMACo in order to keep abreast of any developments within the school.

The Headteacher has overall responsibility for its implementation but more specifically he/she will ensure that all staff are aware of their responsibilities and that they are given appropriate training. In cases of racial discrimination, the Headteacher will support staff and take necessary action. Breach of the policy by staff will result in a verbal, then written warning from the Headteacher and in extreme cases the Headteacher needs to assess whether a suspension from duties is necessary.

All staff are expected to promote racial equality and good race relations using the guidelines outlined in this policy. They should also know how to deal with racist incidents (see suggested guidelines) and know how to challenge racial bias. All teaching staff will attend any appropriate training and information opportunities.

The Ethnic Minority Achievement Co-ordinator, supported by the Headteacher, is responsible for monitoring and assessing the impact of the policy and informing the Governing Body of any findings.

Visitors to the school and contractors are also expected to adhere to the policy.

Curriculum, Teaching and Assessment

We aim to take account and/or promote racial equality and ethnic diversity within the curriculum. The curriculum draws on the cultural backgrounds and experiences of all pupils. For example, when pupils are studying particular religions and/or festivals, those with experience of these will be given the opportunity to share this; for example in the celebration of the Chinese New Year or the acknowledgement of events such as Ramadan in the Islam faith. Ethnic minority issues are incorporated into the curriculum where possible. A named Teaching Assistant will have responsibility for gathering specific resources for use by teaching staff and pupils to enhance the learning taking place. This may be diagrams, simplified tests, key words, dual language opportunities.

Tasks are set which raise awareness and promote different cultures and challenge prejudices and stereotypes. The curriculum encourages pupils to challenge and deal with racism. This

can be achieved by expressing personal opinions which reinforce positive behaviour and by reporting racist incidents to staff members.

Classroom management ensures positive action is taken to promote mutual respect. A language support assistant may work alongside the class teacher to support pupils from ethnic minorities either individually or as part of a group. Resources are aimed to be inclusive and steps are taken to ensure reading materials are available in a range of languages, thereby meeting the needs of pupils with English as a second language. We also aim to provide reading materials by authors from different cultures and through book studies such as 'Journey to Jo'burg' by Beverly Naidoo. The skills and experiences of parents, pupils and members of the community are used to support the school.

The language needs of all ethnic minority pupils, especially those with English as an additional language are taken into account and pupils will be supported in their first language where possible. When new pupils arrive at the school, languages other than English spoken at home are noted. Using the NASSEA levels and scales, assessments are made, targets set and then reviewed accordingly. Master copies of these are kept by the EMACo and copies are given to class teachers. All targets are shared with pupils and when relevant their parents/carers. The school aims to group/set newly arrived EAL pupils by their cognitive ability level rather than by their stage of language acquisition, though it is recognised that this may not always be possible. Records of the language acquisition levels are also kept as spreadsheets on the computer as is data about ethnic background for basic monitoring purposes.

Where there exists more than 10 pupils from any one ethnic group in a given cohort, test results must be analysed. We recognise however that ethnic group data analysis can be done regardless of the cohort size as it serves to provide an insight into the impact of the policy. Such analysis will be done at the discretion of the EMACO.

Admission and Transfer Procedures and Attendance

It is the school's policy that the admission process is fair and equitable to pupils from all ethnic groups. For data collection purposes all new entrants to the school are requested to complete an ethnic monitoring form. This allows the school to remain updated with data about the ethnic mix and also serves to identify languages and cultures which may need to be taken into account when planning activities, lessons or as part of the every day school routines. Minority ethnic pupils will be placed in classes initially according to numbers, but particular support envisaged to be able to be gained from particular staff or pupils will also be taken into consideration. It is the school's aim to create a balance of cultures/ethnic groups within each of the classes.

Academic data or otherwise will be forwarded to the next school in the transfer process. Where particular needs need to be taken into consideration, discussions are held between the Year 6 co-ordinator and the relevant member of staff from the secondary school. Likewise when transfer takes place between ourselves and the first schools, notes and data on specific children are passed on. This will include their NASSEA levels where appropriate.

Behaviour, Discipline and Exclusions

The school's procedures for disciplining pupils and managing behaviour are fair and applied equally to all pupils. Individual needs are taken into account but this is irrespective of ethnicity.

The school has a general policy of encouraging attendance and avoiding exclusion. The process of excluding pupils is fair to pupils from all ethnic groups and exclusion rates are monitored by ethnicity.

Pastoral Care

The school recognises the right of pupils to take time out of school for religious observance and aims to minimise any disruption this may create to the pupils' education. Such absences will be authorised.

The school also recognises the differences in cultural backgrounds experienced by some of our pupils and will, therefore, consider their needs in terms of dress codes, religious activity and access to the curriculum. The particular needs of newly arrived refugees or asylum seekers are treated with sensitivity.

Promoting Racial Equality

The school is committed to the promotion of racial equality and to combating racial discrimination. To this end we have clear procedures when dealing with racist behaviour within the school and it is an expectation that all members of the school community comply with them.

Racial Harassment and Bullying

Racist behaviour may be defined as 'any act or expression which causes harm or offence, directed by a member of one racial or ethnic group to others where the motivation or effect is to perpetuate racial dislike or hatred'.

It must be noted that it is not the presence or otherwise of ethnic minority pupils in the classroom that determines whether or not a comment is racist or offensive. In any discussion an offensive comment cannot go unchallenged.

Racist behaviour can be categorised:

- Physical assault because of colour and/or ethnicity.
- Derogatory name calling, insults, racist jokes and racist language eg paki, gyppo, nigger.
- Racist graffiti.
- Provocative behaviour eg wearing of badges or symbols belonging to known racist organisations.
- Distributing racist literature.
- Verbal abuse.
- Incitement of others to behave in a racist way.
- Racist comments in the course of discussions in the lessons.
- Teasing in relation to language, religion or cultural background.
- Refusal to co-operate with others because of their skin colour or ethnicity.
- Racism by omission ie when people's heritage, religion or language is silenced or minimised sometimes for fear of drawing attention to the difference or through not showing ignorance.

Dealing with Racist Incidents

The school has procedures for dealing with racist incidents which all staff are expected to adhere to. We use the guidance provided by Milton Keynes Council for dealing with and reporting such incidents. All staff are expected to follow these guidelines (see Appendix 1) in addition to procedures such as a verbal/written apology by the perpetrator and a subsequent discussion with parents of the perpetrator. It is the responsibility of individual staff members to deal with racial incidents and, in turn, to record such incidents on the relevant forms (see Appendix 2). The record sheet should then be copied and placed in both the perpetrators file and a copy given to the EMACo, whose role it is to monitor the frequency and nature of these incidents.

Supporting Victims of Racial Harassment

It is essential that attitudes and values of the school are shared with and reinforced to the victims. An appropriate member of staff will explain the action to be taken and give him/her the opportunity to express their own concerns or feelings. In serious cases, the Headteacher or EMACo will meet with parents or relations of the victims to explain the action taken and to discuss the matter with them.

Dealing with Perpetrators

All racist incidents should be dealt with no matter how trivial they may appear. Appendix 2 outlines possible actions to be taken, but where specific incidents are continuously repeated by the same person, the Head may need to consider exclusion, permanent or otherwise. A copy of the incident form will be kept in the child's file.

Involving Parents/Carers and Community within the School

We recognise that this policy is one in which all members of the school community need to have opportunities to be involved. To that end, parents are invited to contribute to it at the review stages and the content of the agreed policy is subsequently shared with all pupils and the wider school community.

Staff Recruitment and Training

The policy for staff recruitment is equitable to all regardless of gender or race. It is encouraged that staff from ethnic minorities use any knowledge and expertise in order to support colleagues. The school will, where finances allow, make use of the expertise of Language Assistants whose responsibility will be to support the learning of any EAL pupils.

It is the school's aim to train all its' members in ways to deal with racist incidents as well as the promotion of race equality and good race relations. At the beginning of each academic year all members of the school community revisit the policy ensuring all are aware of its content. This will apply to new staff, members too as part of their induction. Staff will be kept informed of current/topical issues related to the promotion of race equality and the development of the teaching of pupils from different minority ethnic groups and/or English as an additional language. Such sessions are likely to be led by the EMACo following co-ordinator meetings led by EMASS.

Monitoring, Assessment and Review of the Policy

We recognise the need to assess the impact of this policy. The implementation of the policy will be monitored by the use of qualitative questions (see suggested questions in the Statutory Code of Practice – a guide for schools).

The policy will be reviewed annually in consultation with staff, pupils and parents.

APPENDICES

Appendix 1

Categories	Suggested Actions
a) Physical Assault	<ul style="list-style-type: none"> i) Report to the class teacher, Head of Year or Headteacher as appropriate ii) Record in the Racist Incident Report Form iii) Full report to the named person/Headteacher iv) Inform parents/carers v) Take necessary action to prevent recurrence
b) Derogatory Name Calling	<ul style="list-style-type: none"> i) Never ignore any derogatory name calling, insults and racist form of verbal abuse in the school ii) Explain fully to the perpetrator that verbal racial abuse will not be accepted iii) Refer persistent offenders to the named person/Headteacher as appropriate iv) Record in the Racist Incident Report Form v) Inform parents/carers
c) Racist Graffiti	<ul style="list-style-type: none"> i) Report all racist graffiti in the school to the named person/Headteacher ii) Take action to remove racist graffiti immediately iii) Check regularly and take steps to remove and discourage re-appearance of graffiti
d) Wearing Racist Badges or Insignia	<ul style="list-style-type: none"> i) Do not permit wearing of racist badges or insignias ii) Refer offenders to the named person/Headteacher as appropriate iii) Record in the Racist Incident Report Form

Categories	Suggested Actions
e) Bringing racist materials	i) Remove all forms of racist literature such as leaflets, comic materials or magazines
	ii) Refer pupils to the named person/Headteacher as appropriate
	iii) Inform parents/carers
f) Verbal Abuse	As in b)
g) Incitement of others to behave in a racist way	As in b)
h) Racist comments in the course of discussions in the lessons	i) Challenge racist comments/statements
	ii) Record racist incidents occurring in each lesson as a separate incident as outlined in the school's policy
	iii) Inform parents/carers
i) Attempts to recruit to organisations or groups	i) Report immediately to the named person/Headteacher
	ii) Recruiter should be interviewed
	iii) Record in the Racist Incident Report Form
	iv) Inform parents/carers
j) Ridicule an individual for cultural differences eg food, music, dress, etc	As in b)
k) Refusal to co-operate with other people because of their race, colour, ethnicity or language	i) Explain that pupil should work collaboratively. Every pupil should have the right to be included in school activities
	ii) Refer offenders to the named person/Headteacher as appropriate
	iii) Record in the Racist Incident Report Form
	iv) Inform parents/carers

APPENDIX 2

School..... Date of Incident.....

Perpetrator	Pupil/staff/outside person/s, including parents (Please State) Ethnicity..... Gender..... Age or year group.....
Victim	Pupil/staff/outside person/s, including parents (Please State) Ethnicity..... Gender..... Age or year group.....
Victimless Incident (Please tick)	Yes <input type="checkbox"/> No <input type="checkbox"/>

Nature of incident (Please tick or state)

Racist incident **Religious discrimination incident**

Physical assault <input type="checkbox"/>	Name calling <input type="checkbox"/>	Racist graffiti <input type="checkbox"/>	Offensive badges <input type="checkbox"/>
Racist literature <input type="checkbox"/>	Incitement of others <input type="checkbox"/>	Refusal to co-operate <input type="checkbox"/>	Other.....

Brief description of the incident

Action Taken/Victim Support

Name..... **Position**.....

Signature..... **Date**.....